

DOCUMENT RESUME

ED 244 233

CS 007 614

AUTHOR Canavan, Diane D.
TITLE How to Read a Collegiate Dictionary.
PUB DATE Jul 83
NOTE 43p.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Alphabetizing Skills; *Definitions; *Dictionaries;
Elementary Secondary Education; Language Arts;
Learning Activities; Reading Skills; Study Skills;
Teaching Guides; *Vocabulary Development

ABSTRACT

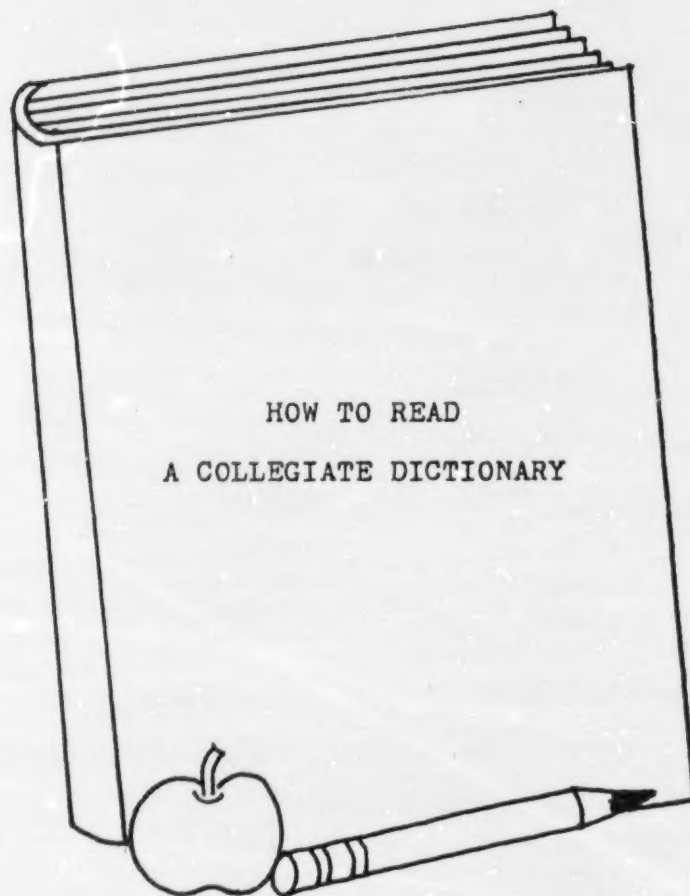
Intended for use with both elementary and secondary school students, the activity pages and information in this booklet are designed to make the collegiate dictionary entry less confusing and more usable. The activities in the booklet help students (1) locate entry words by using guide words and alphabetizing; (2) read dictionary pronunciation symbols; (3) read dictionary abbreviations, including parts of speech and status labels; (4) read the etymology of a word; (5) choose the right definition; (6) find the precise meaning of various synonyms; and (7) use dictionary spelling helps. The booklet contains a pretest/posttest and a table of contents for locating the teaching suggestions and the student practice pages for each skill area. A section with additional vocabulary activities is also included. (Author/HOD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- X This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED244233



Diane D. Canavan, State Reading Consultant
Oklahoma State Department of Education
July, 1983

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Diane D. Canavan

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

CS007614

HOW TO READ A COLLEGIATE DICTIONARY

ABSTRACT: This booklet is designed to provide classroom teachers with teaching suggestions and classroom-ready activity pages for teaching 7 dictionary skills: 1) locating entry words (using guide words and alphabetizing skills); 2) reading pronunciation symbols; 3) reading abbreviations; 4) reading etymologies; 5) choosing the right definition; 6) using the synonymy; and 7) using dictionary spelling helps. The booklet contains a pre/post test and a table of contents for locating the teaching suggestions and the student practice pages for each skill area. The materials may be adapted or omitted to meet the skill level of students from 4th-12th grades. A section with additional vocabulary activities is included at the end. Materials may be reproduced for non-commercial, classroom use.

Diane D. Canavan

TO THE TEACHER:

This booklet is usually presented in workshop sessions, however, I believe it is mostly self-explanatory.

The teaching pages are designed to help you zero in on helpful information that will make the dictionary less confusing and more useable to your students. The information should be presented orally and with chalkboard, overhead, or dictionary visual examples before assigning the practice pages.

Many of the activity pages can be converted into manipulative, learning-center type activities. For example:

- p. 3....cut construction paper cones and ice cream scoops
- p. 6....mount pictures on construction paper cards; have students put in alphabetical order and then list on paper.
- p. 7....write each sentence on same-color word cards. Let students manipulate cards to put words in alphabetical order.
- p. 12...make puzzle pieces and students match words to their pronunciation respelling: boiz boy's
- p. 14...write the words on a pizza round and have students attach clothespins with the matching abbreviation (also pp. 16, 19)
- p. 23...make poster board ladders with word-card rungs

Activity pages like 4, 5, and 8 can easily be teacher-made by using pictures from coloring books.

Terminology and pronunciation respellings are based on Webster's Seventh New Collegiate Dictionary, G.&C. Merriam Co., 1965.

TABLE OF CONTENTS

Pre/Post-test	Can You Read A Dictionary Entry?.....page 1
Part I	The Main Entry.....Teaching page 2 alphabetical order.....pages 3-7 guide words.....pages 8-9
Part II	Pronunciation Symbols.....Teaching page 10 interpreting the symbols.....pages 11-13
Part III	Dictionary Abbreviations.....page 14 part of speech labels.....page 15 status labels.....Teaching page 16 status label abbreviations.....page 17
Part IV	Etymology.....Teaching pages 18 -19 practice reading etymologies.....page 20
Part V	Choosing the Right Definition.....page 21
Part VI	Dictionary Synonymy.....Teaching page 22 synonym ladders.....pages 23-24
Part VII	Dictionary Spelling Help.....Teaching page 25 How do you spell.....pages 26 -27
Part VIII	Additional Activities.....page 28 Word-A-Day Guidesheet.....page 29 Just-For-Fun Activities.....pages 30-32 Building Vocabulary.....page 33 Words in Categories.....pages 34-35

USING THE DICTIONARY

Main Objective: You will be able to read a collegiate dictionary entry.

The key to building your vocabulary is paying attention to words and their meanings. A dictionary is a basic tool for learning about words, but unfortunately, many people find the dictionary confusing: too much information under a word, too many symbols, too many abbreviations.

Knowing the following seven things will make using the dictionary a lot less confusing.

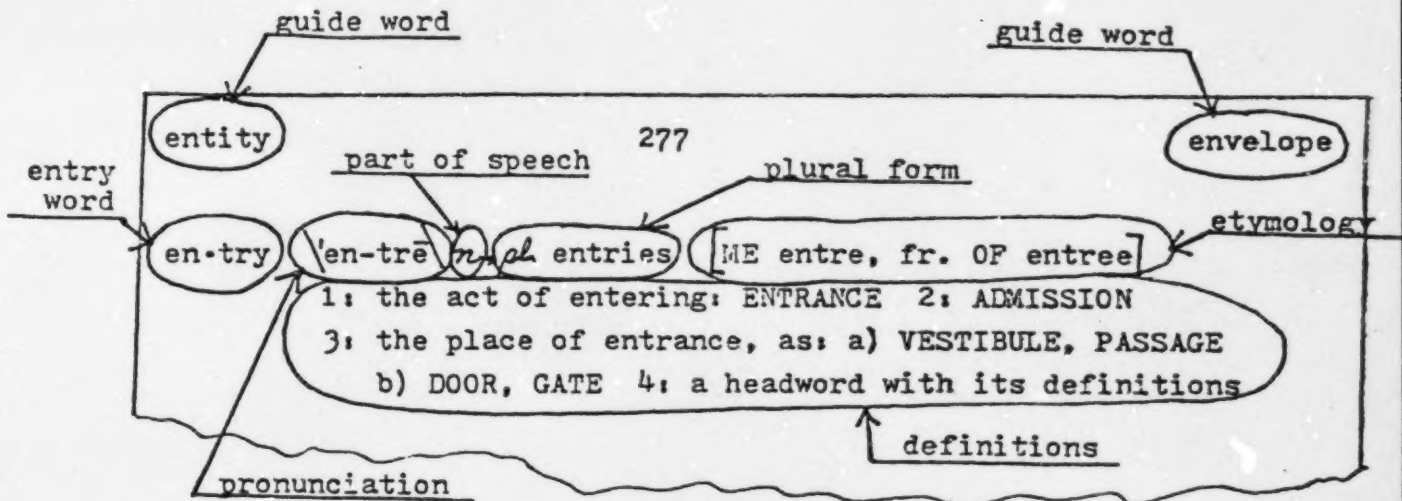
Upon completion of this unit, you will know:

1. How to locate entry words by using guide words and alphabetizing.
2. How to read dictionary pronunciation symbols.
3. How to read dictionary abbreviations, including parts of speech labels, status labels, and others.
4. How to read the etymology of a word.
5. How to choose the right definition.
6. How to find out the precise meaning of similar synonyms.
7. How the dictionary can help you spell.

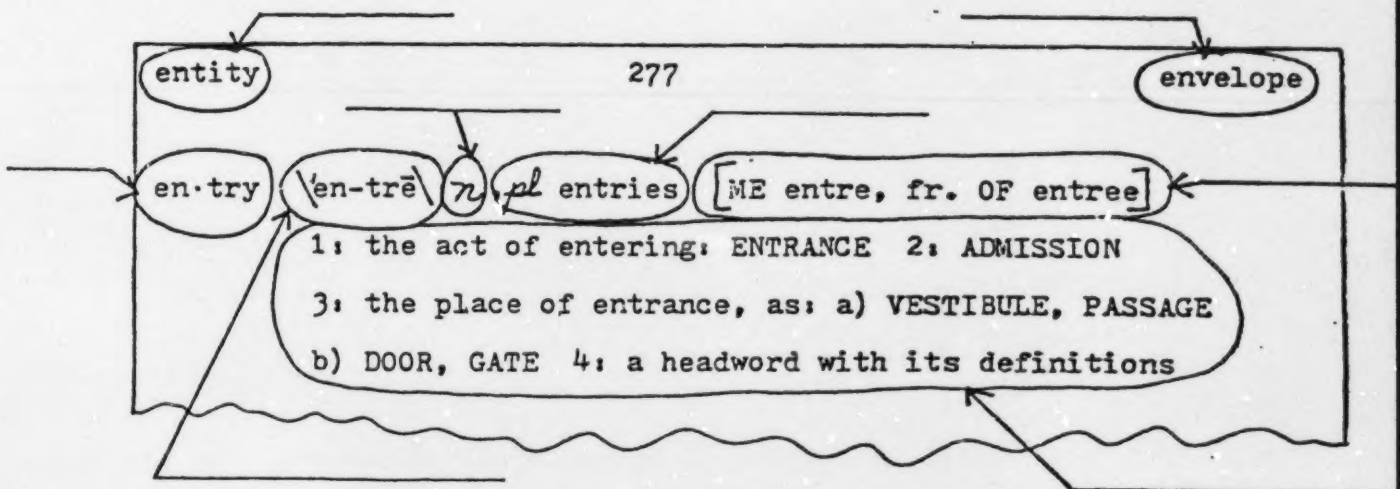
CAN YOU READ A DICTIONARY ENTRY?

Below is an illustration of a dictionary page with an entry word. Each piece of information the dictionary gives about a word has been identified.

Study the 7 elements that have been identified. When you think you can identify the elements yourself, fold your paper on the dotted line and test yourself.



SELF-TEST



HOW TO READ A DICTIONARY ENTRY:
THE MAIN ENTRY

Pointer #1

The entry words are the words in boldface type (heavy black letters) at the left of each column. The rest of the lighter type explains and defines the word. The entry word together with its definition is also called an entry.

Pointer #2

The entry words are in alphabetical order. Words beginning with a come before words beginning with b. When words begin with the same first letter, then the words are put in order by alphabetizing the second letter:

pat pet pit pot put

When the first two letters are the same, the third letter decides the order:

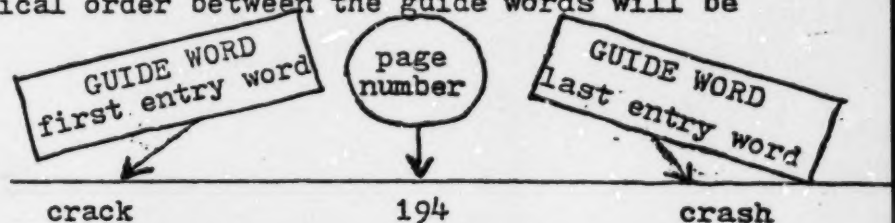
sack sad sand sat

Here are words that are alphabetized to the fourth letter:

see seek seem seen

Pointer #3

The two words at the top of the dictionary page are called guide words. These are the first and last entry words on that page. They can help you find a word quickly, because any words that fall in alphabetical order between the guide words will be found on that page.



Pointer #4

Sometimes an entry word is listed twice. This happens when one group of meanings is very different from the other group, as in cases in which a word can be used as a noun and as a verb:

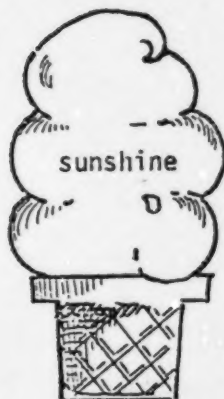
¹ chain, n,...1 connecting metal links.

² chain, vb,...to fasten or bind with a chain; fetter.

The superscripts preceding each entry distinguish one from the other.

DICTIONARY SCOOPS

In the dictionary, find the word that comes just before and just after the word on the middle scoop of ice cream. Write the words on the other scoops.



FROM: Celebrate Learning--Holidays in the Classroom, Oklahoma State Department of Education resource guide, 1982.

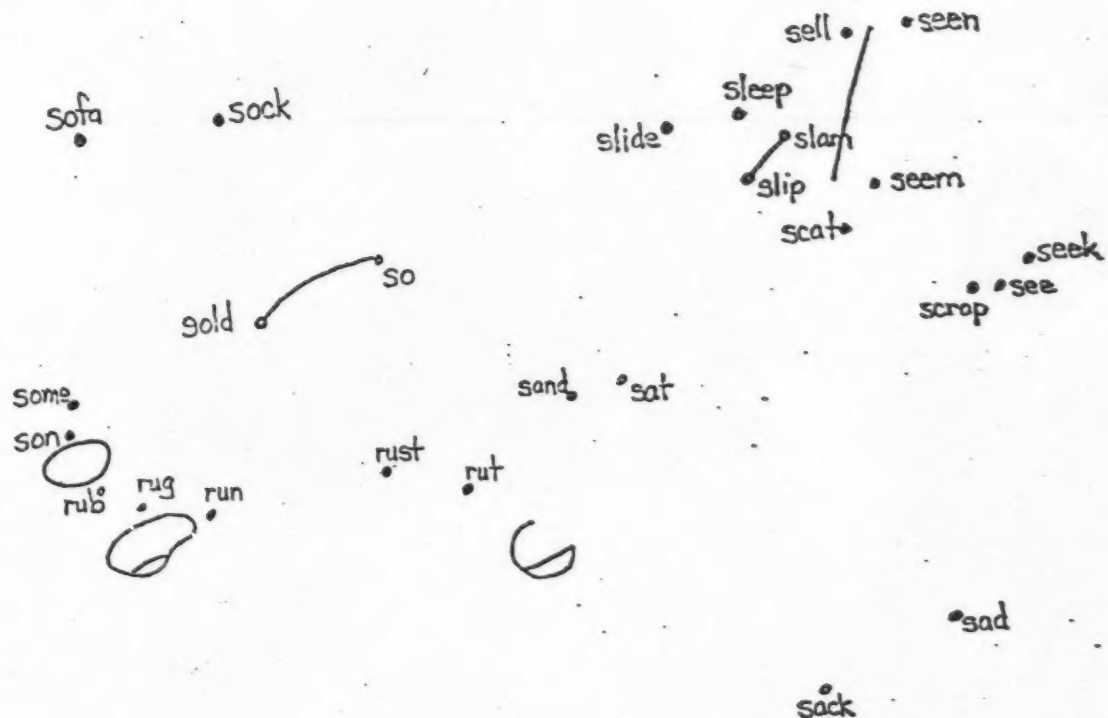
4

•



11

ALPHABETICAL MYSTERY



You'll be flying high if you can solve this mystery correctly!

DIRECTIONS: Connect the dots by following the alphabetical order of the words. Pay VERY CLOSE attention to alphabetizing by the second and third letters!

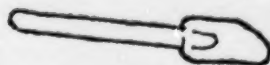
Start with RUB.

(Illustration from High Flight--Aerospace Activities K-12, Oklahoma State Department of Education guide, p. 34, 1982.)

Help Calvin organize his kitchen cabinet. Write in alphabetical order the names of the cooking utensils that go inside.



strainer



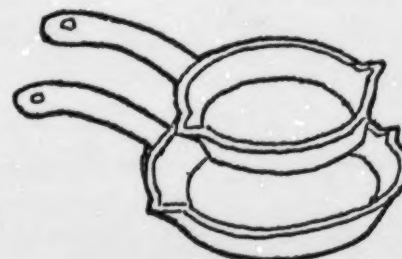
scraper



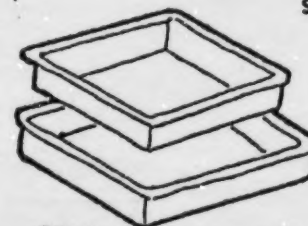
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____



tongs



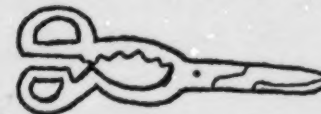
skillet



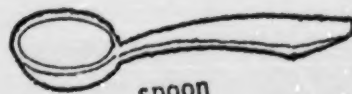
square cake pan



straight edge spatula



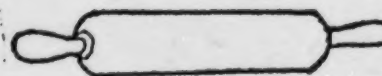
scissors



spoon



round cake pan



rolling pin

Contributed by: Penny Goldesberry, Oklahoma State Reading Consultant.

ALPHABET SCRAMBLE

Unscramble these sentences by putting all the words in alphabetical order.

1. water dolphins fish under eat fat swimming eagerly.

2. play active with cats yarn.

3. over lonely Kate there kangaroo looks lying.

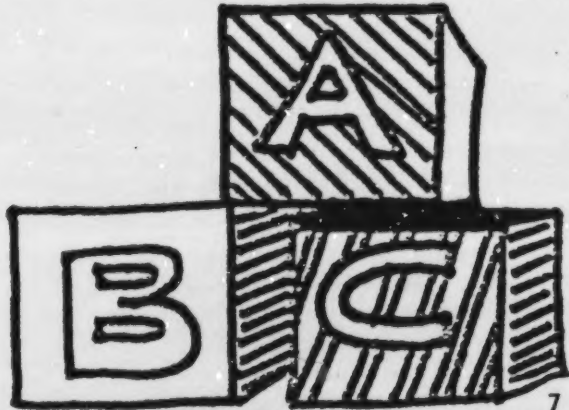
4. strong fast fabric sunlight in fades.

5. banana bake baboons bread.

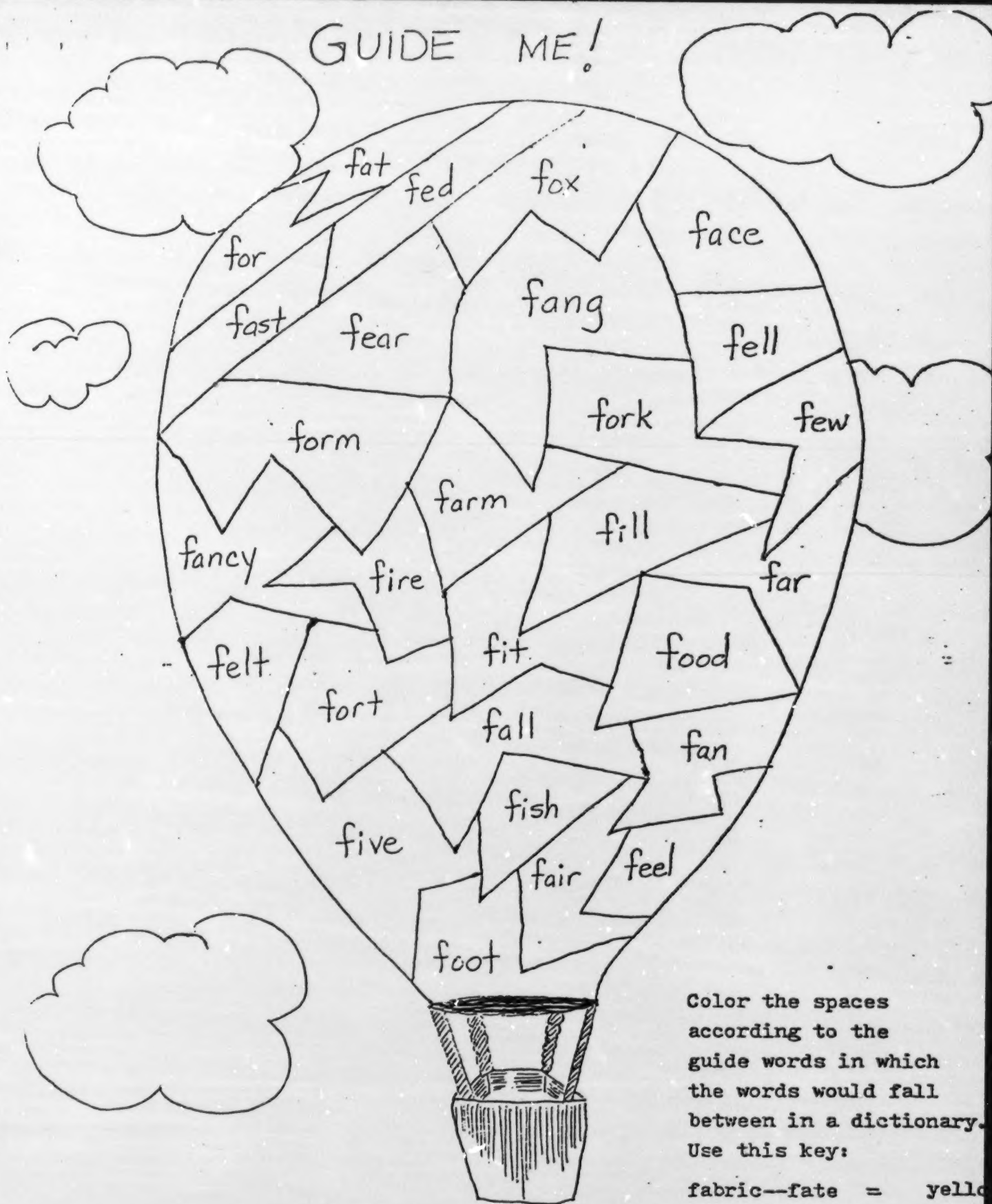
6. hopped water the happy Henry over.

7. wonderfully is beef cookout yummy a barbeque.

8. in zoo alligators our anteaters zany are antelopes.

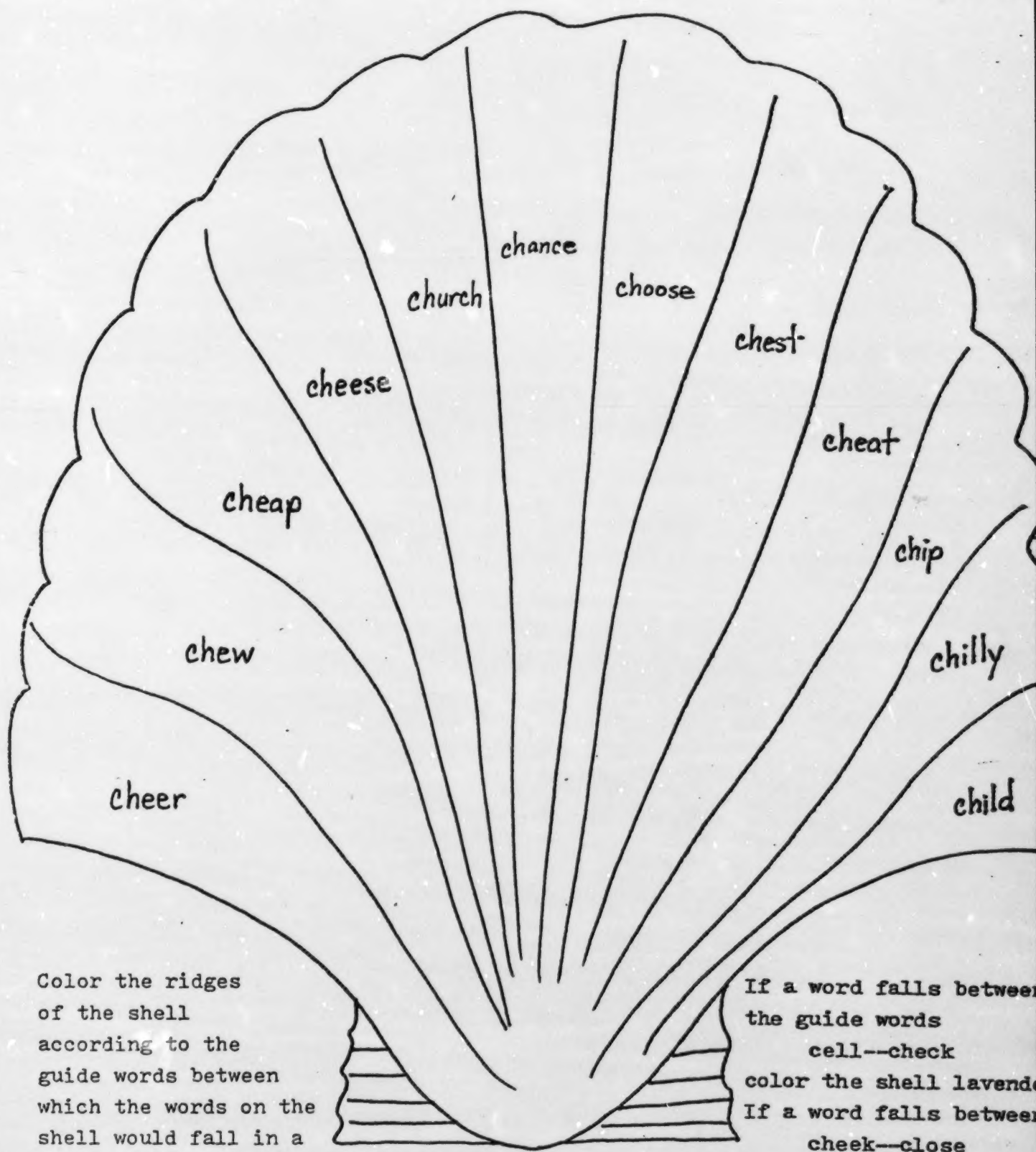


GUIDE ME!



Color the spaces
according to the
guide words in which
the words would fall
between in a dictionary.
Use this key:

fabric--fate	=	yellow
favor--fix	=	orange
fold--free	=	green



Color the ridges
of the shell
according to the
guide words between
which the words on the
shell would fall in a
dictionary.

If a word falls between
the guide words
cell--check
color the shell lavender
If a word falls between
cheek--close
color the shell pink.

HOW TO READ A DICTIONARY ENTRY:

PRONUNCIATION SYMBOLS

Pointer #1: How do you figure out the pronunciation symbols?

A word's pronunciation is found inside reversed virgules (\\) immediately after the boldface entry word. To find out what sounds the symbols represent, just look down at the bottom of the dictionary page.

Examples of how to pronounce the symbols are listed at the bottom of every right-hand page in a dictionary, for your convenience. A full-page listing of pronunciation symbols is also given in the front of the dictionary.

EXAMPLE: How do you pronounce the word "economics"?
Is it "EE-KUH-NOM-IKS" or "EK-UH-NOM-IKS"?
Looking in the dictionary, you may find:

\\ē-kə-nām-iks, ek-ə-nām-iks\\ **

To find out how "ē" should sound, look down at the bottom of the page for a word containing "ē": easy.
Since you know the e in easy sounds like "EE," that is how you pronounce "ē".

**When two pronunciations are given, which is preferable?
Some editors simply put the more frequently used pronunciation first, although it is not necessarily "better." Check your dictionary's introductory section on pronunciation to find out what the order of different pronunciations means.

Pointer #2: The Schwa

The schwa is the symbol that looks like an upside-down e: ə
It is the "UH" vowel sound you hear in unaccented syllables.
It doesn't have an EE or AYE or OH or YOU sound.
Listen for the schwa sound ("UH") for: "a" in "about"

"e" in "mitten"

"i" in "limit"

"o" in "weapon"

"u" in "plum"

Pointer #3:
Accent marks

A high set mark' indicates primary accent or stress;
a low set mark indicates a secondary accent.
Stress marks appear at the beginning of the syllable to be stressed: dry dock \\dri-dāk\\

Pointer
#4

Parentheses mean that whatever is between them in pronunciation symbols is present in the pronunciation of the word by some speakers and absent from the pronunciation by other speakers:
hick-o-ry \\hik-(ə)rē\\ of-ten \\ō fən\\ also \\ōf-(t)ən\\

APRIL FOOL'S JOKE

Don't be fooled by this joke. It's written using the pronunciation of the words given in the dictionary. Write it spelling the words correctly.

Hwots long, grēn, and krēp'ē with siks legs and big tēth?

I dōnt nō. Hwot?

I dōnt nō ē'th r but its kroling up yoor leg.

Write another message about a holiday you enjoy. Use the pronunciation given in your dictionary. (Webster's New World Dictionary of the American Language used for the jokes on this page.)

FROM: Celebrate Learning, Holidays in the Classroom,
Oklahoma State Department of Education resource guide,
p. 39, 1982.

CAN YOU READ
 DICTIONARY (dik' shə ner ē) PRONUNCIATION SYMBOLS??



(Fōl' ō) thə (də rek' shənz):

1. (Kəl' ə) thə boiz pantz blü.
2. Hiz shərt iz red and hiz shüz 'är bräun.
3. Māk thə (fläu' ə) (yel' ō) with grēn lēvz.
4. The bräun (fläu' ə pət) sitz ɔn thə grēn gras.
5. The (or' inj) fish iz in blü (wät ə).
6. (Kəl' ə) thə (wät' ə in) kan (pər pəl).
7. Whət (kəl' ə) iz thə boiz ha(ə)r?
 Rīt yər (an' sər) in (prə nən sē ā' shən) (sim' bəlz):

EKS TRƏ: Re-write the pronunciation symbols below into sentences that tell how to save water.

Üz (wät ə) mör than wən(t)s. (Wät ə) frəm thə fish bōl
 ór thə bath tēb kan (wät ə) plantz (ində(ə)rz) and äut.

MORE
IONARY (dik'shə ner ē)
RONUNCIATION SYMBOLS

ō) thə (də rek'shənz):

1. (Kəl' ə) thə bōiz ha(ə)r (yel' ō).

3. Māk thə hōz grēn with blū (wāt'ər).

Color the tree, the grass, and the plant green.

5. Nàu (kəl'ər) thə (bə'bl) gəm.

EKS-TRQ: Rewrite the pronunciation symbols below into the English words the symbols stand for.

13

DICTIONARY ABBREVIATIONS

Find each abbreviation in the dictionary.

Give the page number and tell what the abbreviation means.

abbr. page meaning

abbr. _____

abr. _____

addnl _____

adj _____

apt. _____

assn _____

capt. _____

clr _____

co. _____

coml _____

corp _____

dept _____

doz _____

e.g. _____

esp _____

fl. oz. _____

gm. _____

hdqrs. _____

hosp. _____

i.e. _____

illus. _____

inc. _____

intl _____

abbr. page meaning

irreg. _____

km _____

max _____

mgr. _____

mm _____

ppd _____

recd _____

rpm _____

secy _____

supt _____

tbsp _____

tsp _____

temp _____

treas _____

univ _____

usu _____

wpm _____

c/o _____

RSVP _____

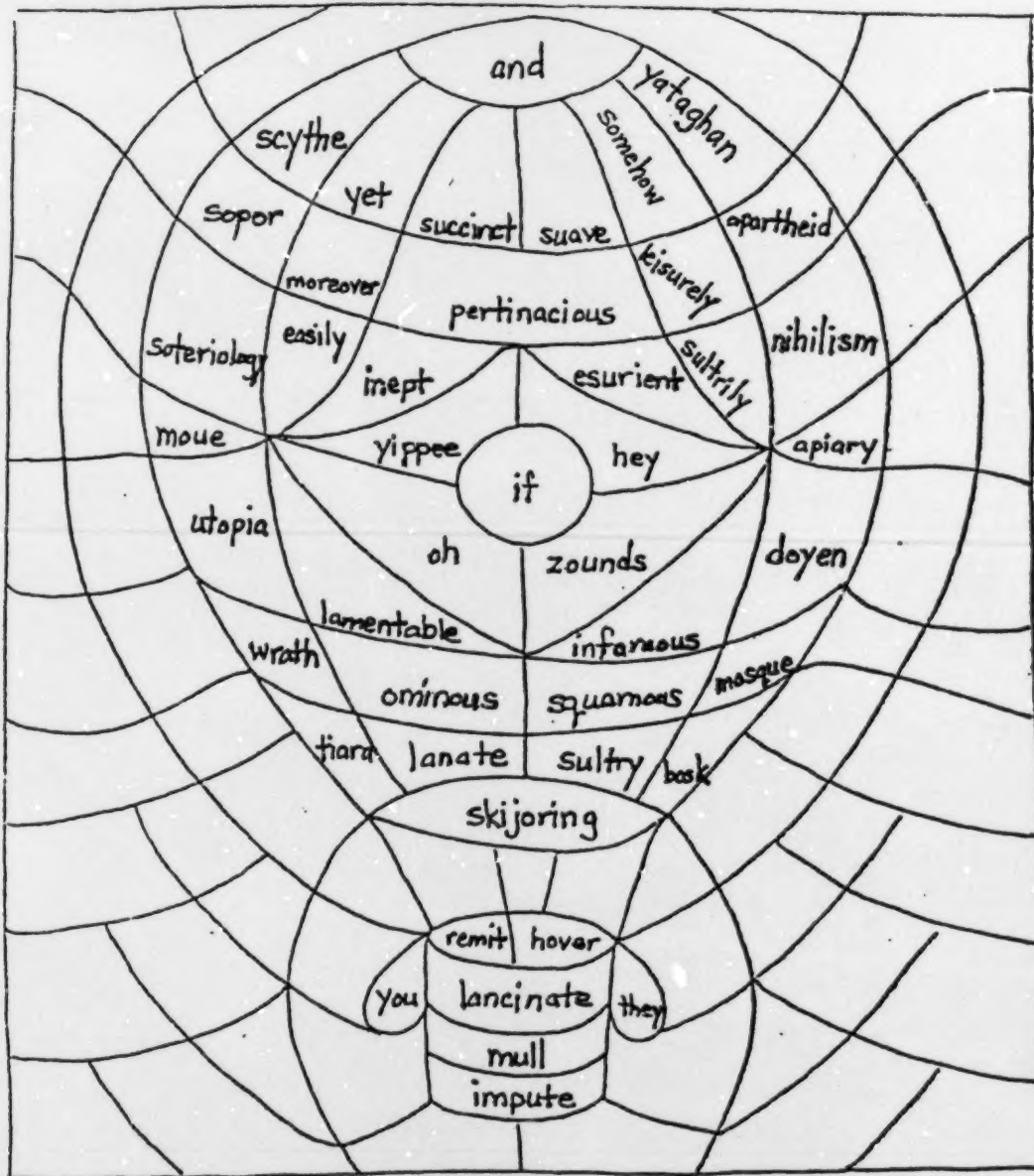
IOU _____

ht _____

wt _____

yr _____

PARTS OF SPEECH



Each entry word in the dictionary is followed by an italicized abbreviation of the part of speech.

Find these words in the dictionary.

Color the spaces according to this key:

nouns--green

verbs--red

adjectives--blue

adverbs--orange

interjections--pink

conjunctions--purple

pronouns--yellow

(Illustration from High Flight--Aerospace Activities, Oklahoma State Department of Education, p. 56, 1982).

DICTIONARY ETC.

To be able to read dictionary entries, you must know what the various abbreviations mean. You are already aware of the part of speech abbreviations (n, adj, vb) that follow the entry word and the pronunciation. However, there may be another italicized abbreviation following the part of speech label; this is called a STATUS LABEL, and it gives you clues about the usage of a word. For example:

- (a) The label "obs" means the word is obsolete; no evidence of its use has been found since 1755.
enwheel...vb, obs....
- (b) The label "archaic" means the word only survives sporadically or in special contexts.
belike...adv, archaic...
- (c) The label "slang" is given to words that are used in extremely informal contexts or that are shortened forms of facetious figures of speech:
lulu...n, slang...
turkey,...n, slang...
- (d) "Substandard" is a label that indicates an existing usage that is different from the word choice of the prestige group:
drown...vb...*substand* drowned
- (e) "Nonstandard" means the word is too widely used in reputalbe context to be labeled substandard:
irregardless...adj, nonstand...
- (f) "Dial" is a regional label for "dialect" meaning a regional pattern of language common to more than one region:
larrup...n, dial....
- (g) Specific regional labels indicate current use in that region:
petrol...n, British...
jay bird...n, chiefly Midland
- (h) A subject label indicates a meaning of a word in relation to the subject:
dharma...n...1 Hinduism:.....
dress...vb...2 of a food animal:.....

DICTIONARY ETC.

STATUS LABELS

Status Labels indicate the usage of a word: whether it is an old word, no longer in use, or a word seldom used anymore; or a word that is used informally, or used by people in certain regions almost exclusively; or used in place of a Standard English word.

Find each term listed below in your dictionary. (See the "Explanatory Notes" section at the front).

Tell what the term means, and give an example.

1. obsolete, obs., means _____

2. archaic means _____

3. slang means _____

4. substandard, substand., means _____

5. nonstandard, nonstand., means _____

6. dialect, dial., means _____

7. Look through your dictionary and find three examples of specific regional labels. Write the examples below.

8. Look through your dictionary and find two examples of subject labels.

HOW TO READ THE ETYMOLOGY OF A WORD

Knowing what the parts of a word mean is an important way to build word knowledge. Knowing the history of a word helps you remember the word, just like knowing a little bit of background information about a new acquaintance will help you remember the person and know him/her better.

Pointer #1

The information in brackets following the entry word is the etymology. The purpose of the etymology is to trace a word back as far as possible in English or to tell from what language it came into English and to trace this source back as far as possible.

The meanings given in the brackets are NOT definitions of the entry word, but rather are the meanings of the Middle English, Old-English, or non-English words from which the entry word entered our language.

Pointer #2

The oldest, earliest form of the word is at the end of the bracket. FIND THE FORM THAT GIVES YOU SOME INSIGHT ON THE MEANING OF THE WORD. Knowing that the word came from Greek or Latin is not the important thing. The important thing is that you can see the MEANING OF THE WORD PARTS. Sometimes the last item in the bracket is the most helpful in knowing the meaning.

Pointer #3

Know what languages the abbreviations (OE, OF, LL) stand for. Find the list of "Abbreviations Used in this Work" in the front of your dictionary.

Pointer #4

Here is a timeline of the major languages that have contributed words to English:

700 BC- 200 AD	Latin (spoken during the founding of Rome)
200 AD- 600 AD	Late Latin
400-600 AD	Anglo Saxon (Spoken by Germanic tribes who invaded England during these years)
1066- 1400	French (brought by the Norman conquerers of England)
1200- 1400	Middle English (combination of AS and Norman French)
1400- 1700	Latin (came in force at this time due to the Renaissance (so many Latin words were added that 25% of the original Latin language is now in English)
1700-present	Greek (entered due to scientific explosion)

Pointer #5

The label ISV in the etymology stands for International Scientific Vocabulary. Many of our scientific and technical words consist of word elements that are current in two or more languages and thus are labeled ISV.

Largely the Greek and Latin words compose the "educated layer" of scientific and technical vocabulary, and that is why a study of the MEANING OF THE WORD PARTS is so valuable in building vocabulary.

Pointer #6

If no etymological information is given for an entry word, look above the word for a similar form of that word. Example: if no etymology is given for "national," look for "nation."

Pointer #7

Within the etymology there may sometimes be an expression, "more at." This directs you to another entry which gives related etymological information in other related languages.

ETYMOLOGY ABBREVIATIONS

Write the abbreviations your dictionary uses for the following languages that have contributed words to English.

Old English _____	German _____	Hebrew _____
French _____	Late Latin _____	Dutch _____
Old Norse _____	Old North French _____	Danish _____
Middle French _____	Greek _____	Middle English _____
International Scientific Vocabulary _____		

PRACTICE READING ETYMOLOGIES

- A. discriminate [*L discriminatus*, fr. *discrimin-*, *discrimen*
distinction, fr. *discernere* to distinguish between]
1. From which language does this word come? _____
 2. What is the meaning of the foreign word? _____
- B. discharge [*ME dischargen*, fr. *MF descharger*,
fr. *LL discarnicare*, fr. *L dis-* + *LL caricare* to load]
1. From which languages does this word come? _____
 2. What word part sheds the most meaning on the word? _____
- C. infuse [*ME infusen*, fr. *MF & L*; *MF infuser*, fr. *L infusus*,
pp. of *infundere* to pour in, fr. *in-* + *fundere* to pour--
more at FOUND]
1. From what languages can this word be traced? _____
 2. What word part sheds the most meaning on the word? _____
 3. What does "more at" tell you? _____
- D. ignoramus [*Ignoramus*, ignorant lawyer in *Ignoramus* (1615) play
by George Ruggle]
1. How did this word enter the English language? _____
- E. transport [*ME transporten*, fr. *MF or L*; *MF transporter*,
fr. *L transportare*, fr. *trans-* + *portare* to carry--more at FARE]
1. From what languages can this word be traced? _____
 2. The prefix trans- means across.
Trans- + *portare* literally means to _____.
 3. What does "more at" tell you? _____
- F. submerge [*L submergere*, fr. *sub-* + *mergere* to plunge--
more at MERGE]
1. From what language is the word traced? _____
 2. The prefix sub- means under.
Sub- + *merge* literally means to _____.
 3. What does "more at" tell you? _____
- G. audible [*LL audibilis*, fr. *L audire* to hear; akin to Gk *aisthanesthai*
to perceive, Skt *avis* evidently]
1. From what languages can this word be traced? _____
 2. What word part sheds the most meaning on the word? _____
 3. What does "akin to Gk" mean? _____

HOW TO CHOOSE THE RIGHT DEFINITION

The dictionary will often help you choose the right definition of a word by giving you an example of the word in context.

The usage example will be in angle brackets (< >), and the entry word will be replaced by a swung dash (~). If a plural or the past tense of an entry word is used, the appropriate ending will be added to the swung dash: (< ~ed >)

Here are some examples of contextual illustrations of words:

flat, adj..... <a ~ piece of wood> = "a flat piece of wood"
<tone of A ~> = "tone of A flat"

full, adj..... <a ~ skirt> = "a full skirt"
rich in detail: <a ~ report>
completely weary: <~ of work and worry>
having both parents in common: <~ sisters>
having a rich quality: <food ~ of flavor>
being at the highest degree: <~ strength>

Rewrite the following contextual examples.
Replace the swung dash with the entry word it stands for.
Rewrite the entire phrase that is in angle brackets.

easy,...adj...causing little difficulty: <~ problem> = easy problem
...not difficult to endure: <~ penalty> = _____
...marked by peace, comfort: <~ life> = _____
...not hurried or strenuous: <~ pace> = _____
...readily prevailed on: <~ prey> = _____

great...adj...elaborate: <~ detail> = great detail
...predominant: <the ~ majority> = _____
...eminent, distinguished: <~ scientist> = _____
...remarkably skilled: <~ at tennis> = _____
...family relationship more remote than a single generation:
<~ grandfather> = _____
...generalized term of approval: <had a ~ time> = _____

DICTIONARY SYNONYMY
THE STUDY OF SYNONYMS

Often the dictionary will give a synonym of a word as its definition: facetious is defined as "jocular." How can you find out the difference in meaning between facetious and jocular?

At the end of the entry for facetious is: SYN see WITTY. This means that under the entry word witty you will find the synonymy (study of synonyms) for facetious. Turn to witty in the dictionary and you will find:

SYN WITTY, FACETIOUS, JOCULAR, JOCOSE mean provoking or intended to provoke laughter. WITTY suggests cleverness and quickness of mind and often a caustic tongue; FACETIOUS stresses a desire to produce laughter and may be derogatory in ill-timed attempts at wit or humor; JOCULAR may suggest a studied avoidance of seriousness in manner; JOCOSE is somewhat less derogatory than FACETIOUS in suggesting habitual playfulness. --ANT. staid, somber

The synonymy of a word, then, DISCUSSES many words which have similar meanings. A synonymy will help you choose the most precise word to use.

Build your vocabulary by reading synonymies of words you look up in the dictionary. It isn't necessary to try to learn all the synonyms and their shades of meanings; simply read them when you come to them, and, over time, you will be able to use more precise words to express your thoughts.

A POINT TO REMEMBER

A thesaurus will help you find many synonyms for a word.

A dictionary synonymy will help you use the most precise word.

A. Find gentle in the dictionary.

Under what word is its synonymy listed? _____

Find that word in the dictionary.

List the words defined under the synonymy: _____

B. Find generous in the dictionary.

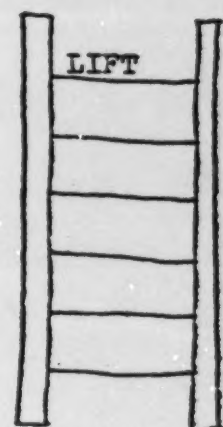
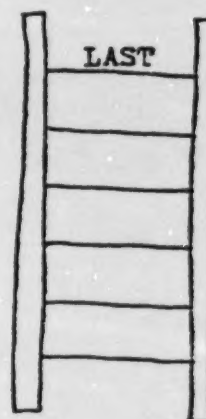
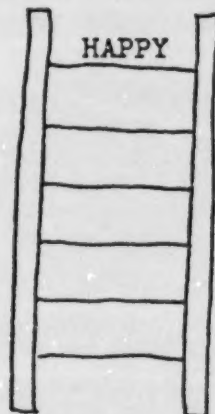
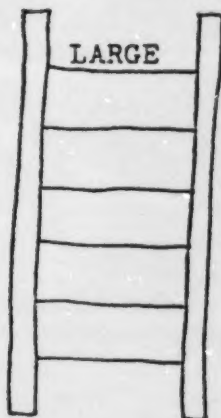
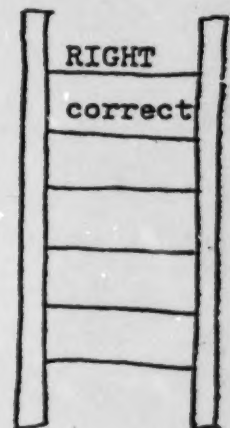
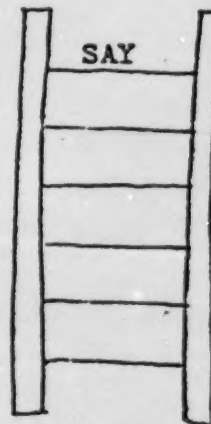
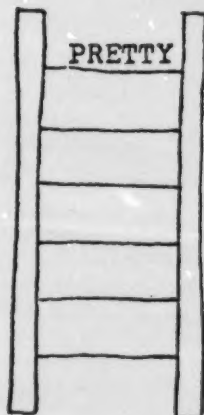
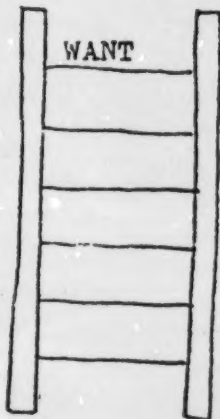
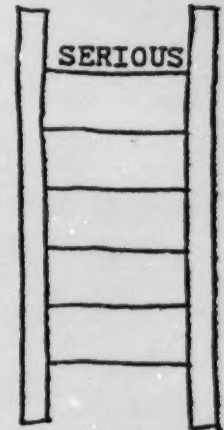
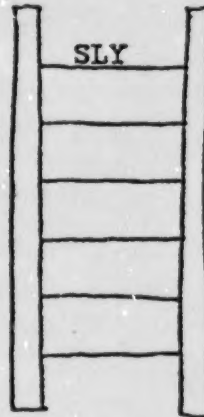
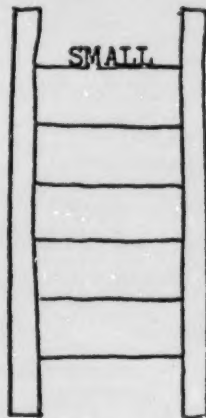
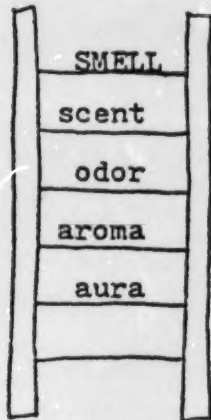
Under what word is its synonymy listed? _____

Find that word in the dictionary.

List the words defined under the synonymy: _____

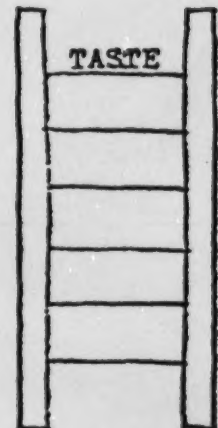
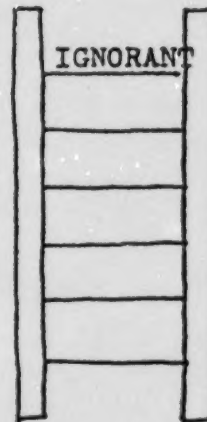
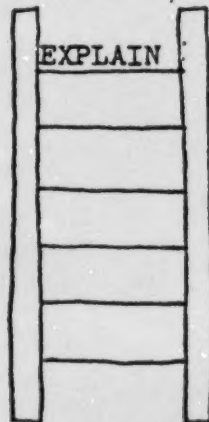
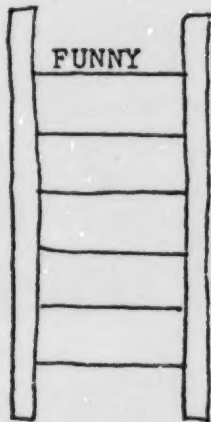
SYNONYM LADDERS

Use the synonymy of your dictionary to fill in the rungs of these ladders with synonyms for the word on the top rung.

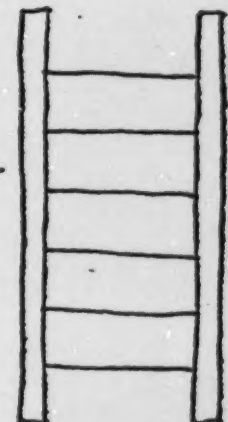
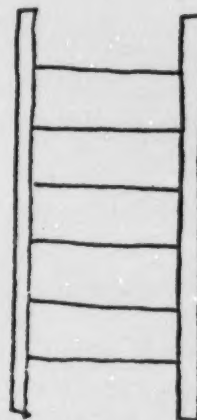
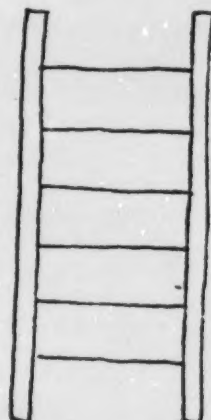
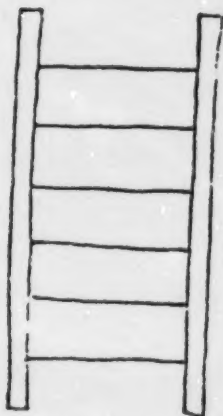
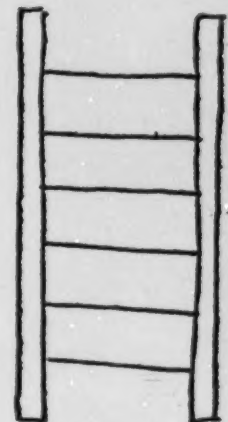
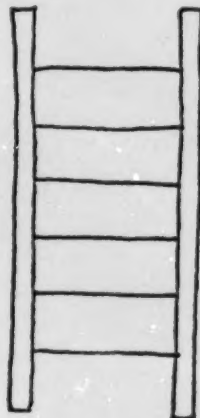


SYNONYM LADDERS

Use the synonymy of your dictionary to fill in the rungs of these ladders with synonyms for the word on the top rung.



Now, explore your dictionary for synonymies. Complete the ladders below with words and synonyms you find in your dictionary.



HOW THE DICTIONARY CAN HELP YOU SPELL

Although the dictionary can be used to verify the correct spelling of words, the user must first have a fairly good idea of how to spell the word. Therefore, the familiar exchange, "How do you spell ---?" and the reply, "Look it up in the dictionary" may or may not be the answer to the spelling problem.

The dictionary can, however, be of particular help in several cases.

- (1) The plural form of all nouns is shown if it is not formed regularly by adding -s or -es, or changing y to i. For example: man.....n,pl men
- (2) The spelling of irregular verbs is given:
see....vb saw....seen....see-ing
ring...vb rang...rung....ring-ing
- (3) Variant spellings are shown if more than one spelling is acceptable:
burn...vb burned....or burnt....burn-ing
fish...n, pl fish or fish-es
- (4) All words that combine the suffixes -er and -est and have a changed spelling are shown:
red...adj red-der; red-dest
well...adv bet-ter...best



HOW DO YOU SPELL....?

The dictionary shows you how to spell the PLURAL form of nouns that are not formed regularly by adding -s (or -es and changing the y to i).

Write the plural of each word and the page you found it on.

NOUN

PURAL NOUN

1. brother-in-law, p. _____
2. index, p. _____
3. appendix, p. _____
4. fungus, p. _____
5. radius, P. _____
6. oasis, p. _____
7. crisis, p. _____
8. parenthesis, p. _____
9. criterion, p. _____
10. phenomenon, p. _____
11. alumnus, p. _____
12. beau, p. _____
13. louse, P. _____
14. moose, P. _____
15. sheep, P. _____
16. ox, P. _____
17. process, P. _____
18. tooth, P. _____
19. cupful, P. _____
20. potato, P. _____
21. hero, P. _____
22. wife, P. _____

This image shows a single page of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

LET THE DICTIONARY HELP YOU SPELL

Fill in the blanks below. Use the dictionary for spelling help.

<u>WORD</u>	<u>-ER form</u>	<u>-EST form</u>
red	redder	reddest
good	_____	_____
big	_____	_____
bad	_____	_____
less	_____	_____
far	_____	_____
blue	_____	_____
<u>VERBS</u>	<u>PAST TENSE</u>	<u>-ING form (present participle)</u>
argue	_____	_____
frolic	_____	_____
canoe	_____	_____
volley	_____	_____
buy	_____	_____
lose	_____	_____
dye	_____	_____
die	_____	_____
boo	_____	_____
dwell	_____	_____
imperil	_____	_____

Does the dictionary show the -er and -est forms for every entry? _____
 When does it show these forms? _____

When does the dictionary show the past tense and the -ing form for
 a word? _____

ADDITIONAL ACTIVITIES

Systematic Vocabulary Development

An adaptation of Allen Sach's Word-A-Day Guidesheet
(Published by College Skills Center, 101 W. 31st St., NY 10001)

WORD-A-DAY GUIDESHEET	
Sentence:	
Pronunciation:	
Appropriate Meanings:	
Etymology (Word Origin):	

- STEP 1: Each day, find a new word to study. (News-papers and books are good sources for new words).
- STEP 2: In your notebook, write the sentence which contains your new word.
- STEP 3: Underline the new word.
- STEP 4: Look up your new word in a collegiate dictionary. Copy the pronunciation.
- STEP 5: Write all the meanings of your new word that make sense in the context of the sentence you wrote.
- STEP 6: Now, copy the etymology of the word. Include the country of origin, the root and any prefix, and the meaning of the original word parts.

JUST-FOR-FUN ACTIVITIES
THAT BUILD YOUR VOCABULARY

1. "BUILDING VOCABULARY" activity

Students directions: "I'm going to give you several words. You are to think of a synonym for each word. The synonyms must all begin with the letter L."

Challenge students to make up their own puzzles once they have done your puzzle.

2. NAME POEMS

"Think of as many words as you can to describe yourself, using the letters in your name."

M asculine, muscular, musical...
A thletic, adaptable, amusing, artistic...
R esponsible, reliable...
K ind, keen...

"Use only positive words to describe yourself."

3. NAME POEM VARIATION

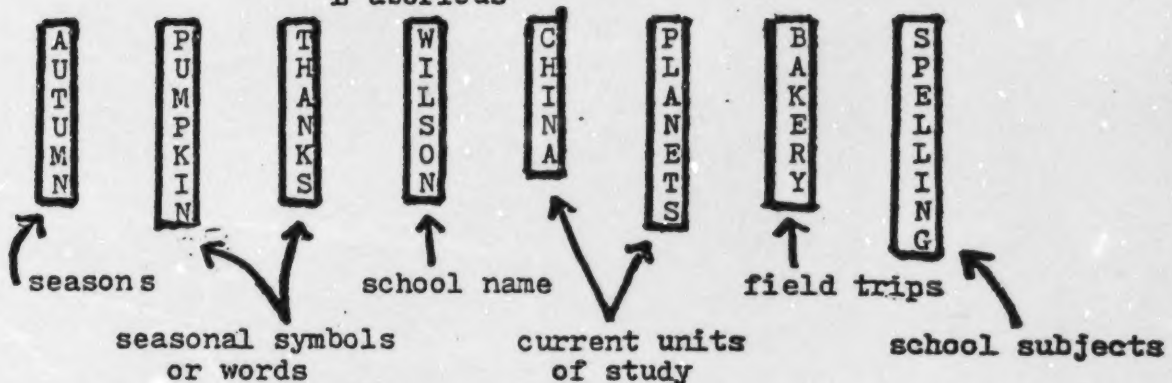
"Think of as many words to describe yourself using each letter of the alphabet."

A affable, agreeable,...
B right,...
C lever, conscientious,...

4. ACROSTIC POEMS

"Think of words that describe or characterize (school)."

S tudy
C urrenticulum, courses
H omework
O pportunity to learn
O nerous
L aborious



JUST-FOR-FUN ACTIVITIES

5. THE L-O-N-G-E-S-T WORD

"Try to find the very longest word in the dictionary that starts with each of these letters: d, m, fr, s, t. We'll see who has found the longest word for each letter in 15 minutes. Begin!!"

6. PREFIX SEARCH

"Use your dictionary to find as many words as you can that have the prefix (pre) meaning (before)." (Any words that start with pre- that do not mean something that occurred before do not count).

7. SILLY SENTENCES SOMEWHERE SEEN

"Write the longest sentence you possibly can using words that all begin with the same letter. You may use the dictionary to help you find as many words as possible."

EXAMPLE: Big bad boys bother busy bakers but bring back bread.

8. DICTIONARY GUESSING GAMES

"Turn in your dictionary to find words beginning with the prefix (pre-). I'll give definitions of words that begin with this prefix. Find and write the words on your paper."

EXAMPLE: pre- meaning "before"

Definitions: to pay in advance.....(prepay)
to heat before using.....(preheat)
to see a movie or a play before other people...
(preview)

9. A FUN WAY TO PRACTICE GUIDE WORDS

"Find the page in the dictionary on which your last name would fall. Tell what the guide words are for that page."

"Let's make a list of some of our favorite foods. (List foods on the board). Now find the page in the dictionary on which you would find these food names. Tell what the guide words are for the food words."

10. VOCABULARY GRID

	S	U	M	M	E	R
animal	skunk	unicorn	monkey	mare	elephant	raccoon
girl's name	Susan	Ursula	Marcia	Maxine	Eileen	Robyn
color						
sports team						
food						

(Other categories: fun activities, countries/cities, verbs, famous people, science words, clothing, vegetables, fruits, book titles, trees/flowers).

JUST-FOR-FUN ACTIVITIES

11. FAMOUS PEOPLE RIDDLES

"Think of a famous person--movie or TV star, politician--someone that most everyone knows. Now, think of as many words as you can to describe that person. Write those words on paper. In 3 minutes, we'll see if others can guess who your famous person is from the clues you've given."

12. VACATION SYNONYMS

"Close your eyes, relax, and think about someplace you'd really like to go if you could go on a vacation right this minute. Draw a picture in your mind of what you would see there and what you would be doing there. (Pause).

Now open your eyes and write 5 words that describe the place you pictured in your mind. (Pause).

Now, write a synonym for each of the 5 words you used to describe your vacation spot.

13. SYNONYM SEARCH

"Turn in your reading book to page _____. Underline any words in this story (poem) for which you can think of a synonym to substitute for the word. See how many words you can replace with synonyms in 10 minutes. Begin!"

14. WORD WALLS

Plaster your classroom walls with words: vocabulary words relating to units of study in science or social studies; basic sight words; spelling demons; overused words; etc.

OTHER WORDS THAT MEAN "WALK"

amble	swagger
meander	totter
plod	stroll
prance	strut
saunter	trudge
stagger	trek
shuffle	lumber
stride	step

OTHER WORDS THAT MEAN "SAID"

answered	replied
declared	snickered
explained	suggested
asked	blurted
demanded	bragged
informed	whispered
muttered	stated
questioned	claimed

BUILDING VOCABULARY

PART I. SYNONYMS.

Write in column B a word starting with the letter L that is the same or nearly the same in meaning as the word in column A.

EXAMPLE: woman lady

REMEMBER: Every answer MUST start with the letter L.

A	B	A	B
1. work	_____	12. talkative	_____
2. lion's den	_____	13. skinny	_____
3. tardy	_____	14. free time	_____
4. crippled	_____	15. deadly	_____
5. sideways	_____	16. dictionary	_____
6. praise	_____	17. boundary	_____
7. catapult	_____	18. fluid	_____
8. extravagant	_____	19. vivacious	_____
9. profitable	_____	20. yearn	_____
10. drag, pull	_____	21. insane	_____
11. bemoan	_____	22. probable	_____

PART II. ANTONYMS.

Write in the blank a word starting with an L that is opposite to the given word. EXAMPLE: quiet loud

REMEMBER: Every answer must start with the letter L.

1. verity	_____	7. hurried	_____
2. easy	_____	8. bound, fettered	_____
3. rejoice	_____	9. fat	_____
4. energetic	_____	10. unprofitable	_____
5. alive	_____	11. imprison	_____
6. condemn	_____	12. unfortunate	_____

WORDS IN CATEGORIES

Find each word in the dictionary.
Write the page number where you found the word.
Put the word in the proper category.

ANIMAL WORDS

WATER WORDS

SPACE WORDS

cosmos, p. _____

aquatic, p. _____

nova, p. _____

carnivore, p. _____

mariner, p. _____

lunar, p. _____

stellar, p. _____

pachyderm, p. _____

primate, p. _____

tsunami, p. _____

celestial, p. _____

algae, p. _____

bovine, p. _____

equine, p. _____

feline, p. _____

canine, p. _____

exosphere, p. _____

current, p. _____

alpaca, p. _____

ozone, p. _____

eclipse, p. _____

canal, p. _____

solar, p. _____

diving bell, p. _____

WORDS IN CATEGORIES

Find each word in the dictionary.

Write the page number where you found the word.

Put the word in its proper category.

TRUE	OR	FALSE
<u>RIGHT</u>	<u>OR</u>	<u>WRONG</u>

_____	_____	veracious, p. _____
_____	_____	veritable, p. _____
_____	_____	mendacious, p. _____
_____	_____	de rigueur, p. _____
_____	_____	erroneous, p. _____
_____	_____	recitude, p. _____
_____	_____	authentic, p. _____
_____	_____	fallacious, p. _____
_____	_____	sham, p. _____

legitimate, p. _____	counterfeit, p. _____	bogus, p. _____
----------------------	-----------------------	-----------------

<u>BIG</u>	<u>OR</u>	<u>LITTLE</u>	<u>FUNNY</u>	<u>OR</u>	<u>SERIOUS/SAD</u>
------------	-----------	---------------	--------------	-----------	--------------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

minute, p. _____	diminutive, p. _____	ludicrous, p. _____
colossal, p. _____	gargantuan, p. _____	lugubrious, p. _____
immense, p. _____	staid, p. _____	facetious, p. _____
infinitesimal, p. _____	somber, p. _____	droll, p. _____